



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

exploratory courses; and of an astounding amount of variation in practice. This "grouping, testing, passing on" is probably necessary for progress. In the meantime we may be very sure that many schools will profess to have reorganized when they have made only "paper changes" in both organization and courses. We shall profit most by considering the real changes that have been made and their results.

One would expect, after a chapter which carries this criticism as its chief conclusion, that Professor Briggs would give his readers some constructive program vividly set forth so as to guide the earnest seeker after better things. One certainly has a right to ask for new insights, but they are not given. The drastic criticism quoted above is near the end of the chapter, and the reader is pushed off into space to do what he can about the sad state of affairs which is revealed by the reading of Douglass and Davis, and agreed to by the present author.

The book will serve a moderately useful purpose as a textbook for classes of beginners who need to be taught some definition of the movement, but will probably do little to influence practice in the present or the future.

Junior high school.—Conceived on a plan much more vigorous and constructive than the book described in the foregoing review is the volume by Professor Koos bearing the same title.¹ In six chapters Professor Koos has presented an analysis which goes to the heart of the junior high school movement and shows what the movement really means.

The first chapter on the "Movement for Reorganization" shows the breakdown of the present system of eight years of elementary education and refers to the chief agencies which have inaugurated reform. This chapter is not a summary; it is a strong argument in which the author evidently has a personal interest and is willing to carry a personal responsibility.

The second chapter deals with the "Peculiar Functions of the Junior High School." The author has here made it clear that the new school has a mission to perform and that it must organize its work so as to retain pupils, economize time, heed individual differences, and so on. Again, the book is not a summary of advantages and disadvantages; it is a strong plea for progressive organization.

Chapter iii deals with "The Test of the Organization"; chapter iv with "The Program of Studies"; and chapter v with "Other Features of Reorganization." The last chapter puts together under the title "The Standard Junior High School" the leading characteristics of this new institution. Some paragraphs from this last chapter will give an idea of Professor Koos's views.

From one point of view we are not yet in position to define the standard junior high school: we are still too remote from finalities in conceptions of both functions and features to speak with much assurance of what should be. Before we may attain

¹ LEONARD V. KOOS, *The Junior High School*. New York: Harcourt, Brace & Howe, 1920. Pp. xv+179.

these conceptions there must be a vast deal of investigation. This investigation should not be restricted to a discovery of current practices or of opinions as to what these practices should be.

As is the case with all our educational institutions, most of what we need to know still remains undisclosed and it is the responsibility of all who are in any way connected with the junior high school to assist experientially and experimentally in extending our information concerning its distinctive aims and the special agencies for their attainment.

But the lack of full knowledge to be gained by the methods of science has not prevented standardization of the older educational institutions. In the light of such information as has been available, standardization has proceeded and no small portion of our educational progress is to be ascribed to it. Similarly, it is necessary to utilize such knowledge as we have in attempting to formulate a tentative conception of the standard junior high school, this conception to be modified as exact information is added for our guidance.

As has been seen in a foregoing section of this volume, the functioning of the junior high school seems to be best facilitated by the inclusion of the three grades beginning with the seventh and by a plan of admission somewhat at variance with insistence upon satisfactory completion of all the work of the preceding grade. The program of studies should be of the constants-with-variables and not of the single-curriculum or the multiple-curriculum type. It should in its constants provide the training necessary for all in achieving the physical, social-civic, and avocational aims, and in its variables give latitude for the individual choice which is possible and advisable in achieving the vocational and, in some part, the avocational aims. Both constants and variables should be administered as far as possible to recognize individual differences in ability. Some measure of departmentalization is desirable, although complete departmentalization, if provided at any point, should perhaps be deferred to the ninth grade or later. Promotion should be by subject. The work of the classroom should not be restricted to the "examination" method, but should give large recognition to study under supervision and to the project and problem. There should be an advisory system which will, of course, be concerned with the school behavior of the child. It must in addition comprehend his other interests, educational, vocational, social, and recreational. The staff in this standard junior high school should have been selected in the light of their vital relationship to other features of reorganization and with a view to securing those who are capable and desirous of growth and who may be trained to an appreciation of the purposes of this institution. It is too much to expect many of them, when first appointed, to apprehend those purposes. Finally, the housing and its equipment should be such as to facilitate rather than obstruct the performance of the peculiar functions, allowing for a wide range of educational activity (pp. 175, 176, 177, 178, and 179).

Especially helpful to workers in the field will be the chapter on "The Program of Studies." This new school has as its chief function the enlargement of the mental horizon of pupils. Such a function can be worked out only when new materials of instruction are imported into the school. Professor Koos has contributed many and useful suggestions to the new program.

The book is a striking example of what can be done by way of giving information without becoming drearily encyclopedic. It contains at the same

time a vigorous advocacy of a point of view and a program with which the author has unreservedly joined himself for the purpose of constructively contributing to the progress of American schools.

Education of subnormal pupils.—The treatment of subnormal pupils has come to be recognized in recent years as a problem in which society must be interested for its own protection. Subnormality is not merely a negative fact limiting the possibilities of personal life; it is a positive menace to social welfare and must be met by measures of a vigorous type. In order that the facts may be widely understood, it is well that the problems of subnormality should be presented in a form to be readily understood by general readers.

Professor Hollingworth has prepared a book¹ of a very elementary type, covering in an untechnical way the major definitions and problems in the field.

Her fundamental position is that mental deficiency is due to a slow development of the individual, resulting in most cases from inherited causes. The resulting mentality is like normal mentality in quality, but is less in quantity and unsymmetrical in development. Education should aim to cultivate those specific, desirable habits which the limited mentality of the subnormal individual permits him to take on. Society should take vigorous steps to stamp out the causes of subnormality because this is the only really effective way of dealing with the matter.

While expounding this general view Professor Hollingworth reviews many of the discussions and gives an elementary account of the tests by which deficiency is detected and defined. She also gives copious bibliographies at the end of each chapter.

The book will be useful for general readers and for classes of beginners who need a simple treatment of general mental tests and methods of recognizing and segregating defectives.

School administration.—The problems of school administration are many and varied. It is easy for the superintendent or principal to become lost in the complexity of his work unless his thinking is guided by a sound administrative and supervisory policy. A book by Professor Hanus² "is intended, as far as it goes, to help the superintendent of schools, and other persons who are charged with the responsibility of providing good schools and school systems for the public, to formulate and justify their opinions and procedure. It is hoped, therefore, that the book will be of some use to principals and teachers as well as to superintendents, and also to members of boards of education and other school officials" (p. iii).

¹ LETA S. HOLLINGWORTH, *The Psychology of Subnormal Children*. New York: Macmillan Co., 1920. Pp. xix+288.

² PAUL H. HANUS, *School Administration and School Reports*. Boston: Houghton Mifflin Co., 1920. Pp. xi+200. \$1.75.